

## SPRING 2 Medium Term Plan 2023 Year Group 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>English - Writing</b></p> <p><b>Links:</b></p> <p><b>History – Space Explorers</b></p>	<p><b>Narrative</b></p> <p><b>Text</b> <b>Beegu</b></p> <p><b><u>En1/1</u></b> <b>Speaking and Listening</b> En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1i participate in discussions, presentations, performances, roleplay, improvisations and debates</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p>En1/1b ask relevant questions to extend their</p>	<p><b>Narrative</b></p> <p><b>Text</b> <b>Beegu</b></p> <p><b><u>En1/1</u></b> <b>Speaking and Listening</b> En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1i participate in discussions, presentations, performances, roleplay, improvisations and debates</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for</p>	<p><b>Narrative</b></p> <p><b>Text</b> <b>Beegu</b></p> <p><b><u>En1/1</u></b> <b>Speaking and Listening</b> En1/1i participate in discussions, presentations, performances, roleplay, improvisations and debates</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p><b>En1/3.3</b></p> <p><b>Composition</b></p> <p>En1/3.3a write sentences by: sequencing sentences to form short narratives</p>	<p><b>Narrative</b></p> <p><b>Text</b> <b>Man on the Moon</b></p> <p><b><u>En1/1</u></b> <b>Speaking and Listening</b></p> <p>En1/1i participate in discussions, presentations, performances, roleplay, improvisations and debates</p> <p>En1/1b ask relevant questions to extend their understanding and knowledge</p> <p>L.O – To ask questions (Man on the Moon)</p> <p>L.O – To shared write a letter to</p>	<p><b>Narrative</b></p> <p><b>Text</b> <b>Man on the Moon</b></p> <p>En1/1i participate in discussions, presentations, performances, roleplay, improvisations and debates</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><b>En1/3.3</b></p> <p><b>Composition</b></p> <p>En1/3.3a</p>	<p><b>Narrative</b></p> <p><b>Text</b> <b>Man on the Moon</b></p> <p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p><b>En1/3.3</b></p> <p><b>Composition</b></p> <p>En1/3.3a write sentences by: sequencing sentences to form short narratives</p> <p>re-reading what they have written</p>

	<p>understanding and knowledge En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>L.O – To ask and answer questions</p> <p>L.O – To discuss the events of a story</p> <p>L.O – To use spoken language and movement to develop understanding</p> <p>L.O – To use the imagination to develop ideas</p> <p>Outcome – To explore the life of a character in a book</p>	<p>expressing feelings.</p> <p>L.O – To draft and write by noting ideas, key phrases and vocabulary</p> <p>L.O – To map the events in a story</p> <p>L.O – To sequence sentences to form a short narrative</p> <p>1 Lesson (shared write)</p> <p>1 Lesson (independent write)</p> <p>Outcome – To write a diary entry in the role of a character (Beegu)</p>	<p>L.O To sequence sentences to form short narratives</p> <p>Immersion Day – Crash Landing!</p> <p>Key question – Who or what crashed into the playground?</p> <p>L.O – To recount events</p> <p>Outcome – To write a personal recount on the events surrounding our ‘Crash Landing’</p> <p>L.O – To write for different purposes including a fictional personal experience (shared write) (independent write)</p> <p>Outcome – To write a goodbye letter to Beegu.</p>	<p>the man on the moon</p> <p>L.O – To make predictions and inferences about a character</p> <p>L.O – To identify a favourite part of a story</p> <p>Outcome – To respond to events and characters in a text</p>	<p>write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>L.O – To use role play to develop imagination and language</p> <p>L.O – to compose sentences orally before writing</p> <p>L.O – To write a simple recount based on a fictional experience</p> <p>Outcome – To write a postcard from the moon in the role of a ‘moon tourist’</p>	<p>to check that it makes sense</p> <p>L.O – To map the events of a story</p> <p>L.O – To orally rehearse a story and note ideas</p> <p>L.O To sequence sentences to form short narratives</p> <p>Shared writing followed by two lessons of story writing.</p> <p>Outcome - To write a narrative based on Man on the Moon</p> <p>Children to change story as appropriate to their ability</p>
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<b>Spelling</b>	<p>En1/3.1a</p> <p>spell: words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>months of the year</p>	<p>En1/3.1a</p> <p>spell: words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>En1/3.1c add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>En1/3.1c add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Outcome – dictated write – progress check</p>	<p>En1/3.1a</p> <p>spell: words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>En1/3.1c add prefixes and suffixes:</p> <p>using –ing where no change is needed in the spelling of root words</p>	<p>En1/3.1a</p> <p>spell: words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>En1/3.1c add prefixes and suffixes:</p> <p>using –ed where no change is needed in the spelling of root words</p>	<p>En1/3.1c add prefixes and suffixes:</p> <p>using –ed where no change is needed in the spelling of root words</p> <p>En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Outcome – dictated write – progress check</p>
<b>Handwriting</b>	<p><b>En1/3.2 Handwriting and Presentation</b></p> <p>En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly</p> <p>En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>En1/3.2c form capital letters</p> <p>En1/3.2d form digits 0-9</p> <p>En1/3.2e understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</p>					

<p><b>Reading</b></p> <p><b>Links:</b></p> <p><b>Space / Aliens / Explorers</b></p> <p><b>English and History</b></p>	<p>Aliens Love Underpants</p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>En1/2.2d explain clearly their understanding of what is read to them</p>	<p>Ten Little Aliens</p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>The Way Back Home</p> <p><a href="https://www.youtube.com/watch?v=EhJE9vk_fmA">https://www.youtube.com/watch?v=EhJE9vk_fmA</a></p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p>	<p>Zoom, Zoom, Zoom (poem)</p> <p><a href="https://www.youtube.com/watch?v=DEHBrmZxAf8">https://www.youtube.com/watch?v=DEHBrmZxAf8</a></p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems at a level beyond that at which they can read independently</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>If I were an astronaut (story from space)</p> <p><a href="https://www.youtube.com/watch?v=9wV8yw7iV8w">https://www.youtube.com/watch?v=9wV8yw7iV8w</a></p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p>Astro Girl</p> <p><a href="https://www.youtube.com/watch?v=Tt9zW9OLYrk">https://www.youtube.com/watch?v=Tt9zW9OLYrk</a></p> <p>En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>
<p><b>Maths</b></p>	<p><b>Power Maths 1B Unit 7</b></p> <p><b>Number – addition and subtraction</b></p> <p><b>Addition within 20</b></p> <p>Wks, 1-2</p>	<p><b>Power Maths 1B Unit 7</b></p> <p><b>Number – addition and subtraction</b></p> <p><b>Addition within 20</b></p> <p>Wks, 1-2</p>	<p><b>Power Maths 1B Unit 8</b></p> <p><b>Numbers to 50</b></p> <p>Wks, 3-4</p>	<p><b>Power Maths 1B Unit 8</b></p> <p><b>Numbers to 50</b></p> <p>Wks, 3-4</p>	<p><b>Power Maths 1B Unit 9</b></p> <p><b>Introducing length and height</b></p> <p>Wks, 5-6</p>	<p><b>Power Maths 1B Unit 10</b></p> <p><b>Introducing mass and capacity</b></p> <p>Wks, 5-6</p>

	<p>U7, L4 L.O – to know doubles within 20</p> <p>U7, L5 L.O – to know near doubles within 20</p> <p>U7, L6 L.O – to learn to subtract by counting back</p> <p>U7, L7 L.O – to count back crossing 10</p>	<p>U7, L8 L.O – to find the difference</p> <p>U7, L9 L.O – to learn about fact families</p> <p>U7, L10 L.O – to solve one step missing numbers problems</p> <p>U7, L11 L.O – to solve word and picture problems</p>	<p>U8, L1 L.O – to recognise numbers and count to 50</p> <p>U8, L2 L.O – to count on and back to 50</p> <p>U8, L3 L.O – to learn to count in 10's (20,30,40 and 50)</p> <p>U8, L4 L.O – to count by making groups of 10's</p>	<p>U8, L5 L.O – to learn how to count groups of objects in 10's and 1's</p> <p>U8, L6 L.O – to learn how to partition into 10's and 1's</p> <p>U8, L7 L.O – to find one more, one less within 50</p> <p>4<sup>th</sup> lesson Practical for next unit of length and height L.O – to begin to learn about length and height</p>	<p>U9, L1 L.O – to compare lengths and heights</p> <p>U9, L2 L.O – to measure objects using non-standard units</p> <p>U9, L3 L.O – to learn how to use a ruler correctly to measure length in centimetres accurately.</p> <p>U9, L4 L.O – to solve word problems – length</p>	<p>U10, L1 L.O – to understand and use the terms heavier and lighter</p> <p>U10, L2 L.O – to weigh objects using non-standards units</p> <p>U10, L3 L.O - use a variety of non-standard units to compare and order objects by their mass.</p> <p>U10, L4 L.O – to understand and use the terms full and empty</p>
<b>Calculation</b>	<p><b>Following materials set by Maths Mastery group (National programme) Weeks 11-16</b></p> <p><b>Number and Place Value (school focus)</b></p> <p>1NPV–1 Count within 100, forwards and backwards, starting with any number.</p> <p>Counting to 50 and beyond in this half term</p>					
<b>Science</b>	<p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass,</p>	<p>Sc1/3.1a distinguish between an object and the material from which it is made</p>	<p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p>	<p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their</p>	<p>Sc1/1.1 asking simple questions and recognising that they can be answered in different ways</p>	<p>Sc1/3.1a distinguish between an object and the material from which it is made</p>

	<p>metal, water, and rock L.O. I can identify and name different Materials.</p> <p>Outcome To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name.</p>	<p>L.O. I can tell the difference between an object and the materials it is made from.</p> <p>Outcome To distinguish between an object and the material from which it is made by naming objects and identifying the material which they are made from.</p>	<p>L.O. I can describe the properties of everyday materials.</p> <p>Outcome To describe the simple physical properties of a variety of everyday materials by looking at and touching different materials.</p>	<p>simple physical properties</p> <p>L.O. I can identify which materials have certain properties.</p> <p>Outcome To describe the simple physical properties of a variety of everyday materials by testing different objects.</p>	<p>Sc1/1.2 observing closely, using simple equipment</p> <p>Sc1/1.3 performing simple tests</p> <p>Sc1/1.4 identifying and classifying</p> <p>Sc1/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc1/1.6 gathering and recording data to help in answering questions. L.O.I can watch closely.</p> <p>Outcome To observe closely by watching what happens to teddy.</p> <p>L.O. I can test different materials.</p>	<p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>L.O. I can sort objects by their properties.</p> <p>Outcome To compare and group together a variety of everyday materials on the basis of their simple physical properties by sorting objects.</p>
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					<p>Outcome To perform simple tests to find out which material would be suitable to make an umbrella from.</p> <p>L.O. I can use what I have learnt to make a decision.</p> <p>Outcome To use their observations and ideas to suggest answers to questions by deciding which materials would be suitable to make an umbrella from.</p>	
<b>Art &amp; design</b>	Not taught this HT					
<b>Computing</b>		<b>Strand 3 Understanding &amp; Sharing Data</b>  3.1 How do I present data using pictures?		<b>Strand 3 Understanding &amp; Sharing Data</b>  3.1 How do I present data using pictures?	<b>Strand 3 Understanding &amp; Sharing Data</b>  3.1 How do I present data using pictures?	<b>Strand 2 Communicating: Multimedia</b>  2.1 How do I record sounds and pictures?

		<p>L.O – To collect and organise data</p> <p>Outcome – Conduct and analyse a class survey (topic TBC)</p>		<p><a href="https://www.i2e.com/i2data/">https://www.i2e.com/i2data/</a></p> <p>L.O – To present and analyse data</p> <p>Outcome – To create and analyse an animal pictogram</p>	<p><a href="https://www.i2e.com/i2data/">https://www.i2e.com/i2data/</a></p> <p>L.O – To present and analyse data</p> <p>Outcome – To create and analyse a weather pictogram</p>	<p>L.O – To record and play back digital content</p> <p>Outcome – Record a short weather report clip (spring weather)</p>
<b>Design &amp; technology</b>	<p>Evaluate</p> <p>DT1/1.3a explore and evaluate a range of existing products</p> <p>L.O. To label parts of a rocket</p> <p>Outcome I know the features of a rocket and know what I will need to recreate</p>	<p>Design /Technical knowledge</p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,</p>	<p>Make</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Make</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Make</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Evaluate</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <p>L.O. To make sure my rocket has all of the parts it needs</p> <p>Outcome I can look at my design and compare it against my model. Is it the same? Does it have all of the correct parts?</p>



		<p>information and communication technology</p> <p>L.O. To design a rocket</p> <p>Outcome I know the parts of a rocket and can design my own</p>	<p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>L.O. To make a model rocket out of paper straws.</p> <p>Outcome I can use use tape and artstraws to make a stable structure. How can we make it stronger? (toilet tube)</p>	<p>L.O. To make a model rocket out of paper straws.</p> <p>Outcome I can use use tape and artstraws to make a stable structure.</p>	<p>L.O. To make a model rocket out of paper straws.</p> <p>Outcome I can use use tape and artstraws to make a stable structure.</p>	
<b>Geography</b>	Not taught this HT					
<p><b>History</b></p> <p><b>Links:</b></p> <p><b>English – Non-fiction writing</b></p> <p><b>Astronauts / Explorers</b></p>	<p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>Neil Armstrong –</p> <p>L.O –To explore the landing of the</p>	<p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>Neil Armstrong –</p> <p>L.O -Explore personal events</p>	<p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>Neil Armstrong –</p> <p>Hot seating. Children to use their knowledge</p>	<p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>Neil Armstrong –</p> <p>L.O – To write a recount of the moon landing.</p>	<p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>

	first man on the moon.	Outcome - order on a timeline.	of Neil Armstrong to ask questions to him and be able to answer them, if acting as Neil  L.O – To take part in a historical discussion		Mae Jemison  <a href="https://www.youtube.com/watch?v=B0vGDfuWhfl">https://www.youtube.com/watch?v=B0vGDfuWhfl</a>  Tim Peak  Helen Sharman  <a href="https://spacecentre.co.uk/blog-post/helen-sharman-britains-first-astronaut/">https://spacecentre.co.uk/blog-post/helen-sharman-britains-first-astronaut/</a>  L.O – To present information	Mae Jemison  <a href="https://www.youtube.com/watch?v=B0vGDfuWhfl">https://www.youtube.com/watch?v=B0vGDfuWhfl</a>  Tim Peak  Helen Sharman  <a href="https://spacecentre.co.uk/blog-post/helen-sharman-britains-first-astronaut/">https://spacecentre.co.uk/blog-post/helen-sharman-britains-first-astronaut/</a>  <a href="https://www.youtube.com/watch?v=3or5-SOPYd4">https://www.youtube.com/watch?v=3or5-SOPYd4</a>  L.O – To present information
<b>Indoor P.E</b>  <b>Links:</b>	<b>Key Skills (Gymnastic skills)</b>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility	<b>Key Skills (Gymnastic skills)</b>  PE1/1.1a master basic movements as well as developing balance, agility and co-ordination, and begin to apply	<b>Key Skills (Gymnastic skills)</b>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility	<b>Key Skills (Gymnastic skills)</b>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility	<b>Key Skills (Gymnastic skills)</b>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility	<b>Key Skills (Gymnastic skills)</b>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility

	<p>and co-ordination, and begin to apply these in a range of activities</p> <p>L.O To balance along beams</p>	<p>these in a range of activities</p> <p>Developing skills for balancing along beams and jumping off, holding a stance on landing</p> <p>L.O – To jump and balance</p>	<p>and co-ordination, and begin to apply these in a range of activities</p> <p>L.O - Develop different ways to travel along balancing beams</p>	<p>and co-ordination, and begin to apply these in a range of activities</p> <p>L.O – To find different ways of moving using balancing beams, tables and mats.</p>	<p>and co-ordination, and begin to apply these in a range of activities</p> <p>L.O – To find different ways of moving using the climbing frame</p>	<p>and co-ordination, and begin to apply these in a range of activities</p> <p>L.O – To find different ways of moving using the climbing frame</p>
<p><b>Outdoor P.E</b></p> <p><b>Links:</b></p>	<p><b>Tennis</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to</p>	<p><b>Tennis</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply</p>	<p><b>Tennis</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply</p>	<p><b>Tennis</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply</p>	<p><b>Tennis</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply</p>	<p><b>Tennis</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply</p>



	<p><b>Online Safety</b> <b>Fake News</b></p> <p><u>L.O:</u> To learn that anybody can put things online-Fake News</p> <p><u>Outcome:</u> To become familiar with the term 'Fake News' knowing anybody can put 'news' online.</p>	<p><b>Mental Wellbeing - understanding my feelings</b></p> <p><b>Where do feelings come from? (M1)</b></p> <p><u>L.O:</u> To explore that we have a range of emotions depending on experiences and situations.</p> <p><u>Outcome:</u>To read-The colour monster and discuss that emotions can be mixed.</p>	<p><b>Mental Wellbeing - understanding my feelings</b></p> <p><b>Where do feelings come from? (M1)</b></p> <p><u>L.O:</u> To build vocabulary in order to talk about emotions.</p> <p><u>Outcome:</u> Ch use key vocabulary for various emotions.</p>	<p><b>Mental Wellbeing - understanding my feelings</b></p> <p><b>Where do feelings come from? (M1)</b></p> <p><u>L.O:</u> To know what to do when strong emotions arise.</p> <p><u>Outcome:</u> Discussion-Ch don't always know or have a reason for strong emotions but to still share their feelings with a trusted adult.</p>	<p><b>Mental Wellbeing - understanding my feelings</b></p> <p><b>Who am I? (M2)</b></p> <p><u>L.O:</u> For ch to reflect that they are important unique people that deserve kindness and respect.</p> <p><u>Outcome:</u> For ch to appreciate what they are good at and others.</p>	<p><b>Mental Wellbeing - understanding my feelings</b></p> <p><b>Who am I? (M2)</b></p> <p><u>L.O:</u> For ch to reflect that they are important unique people that deserve kindness and respect.- review</p> <p><u>Outcome:</u> For ch to appreciate what they are good at and others.- consolidate</p>
<b>Music</b>	<p>Our School</p> <p>L.O. To explore different sound sources and materials</p>	<p>Our school</p> <p>L.O. To analyse the dynamics and duration of sounds around the school</p> <p>L.O. To explore these elements/dimensi</p>	<p>Our school</p> <p>L.O. To sing a song</p> <p>L.O. To Interpret sounds and exploring instruments</p> <p>L.O. To create a soundscape as</p>	<p>Pattern</p> <p>L.O. To Mark a steady beat with voices and body percussion</p> <p>L.O. To Count a steady beat in patterns of 2, 3 and 4 beats (metre)</p>	<p>Pattern</p> <p>L.O. To explore different ways to emphasise the first beat in a repeating pattern or metre</p> <p>L.O. To Identify metre by</p>	<p>Pattern</p> <p>L.O. To divide the number 12 into 2s, 3s and 4s</p> <p>L.O. To explore different ways to emphasise beats to form a group (metre)</p>

		ons on instruments L.O. To create two contrasting textures	part of a song performance	L.O. To Perform a steady beat in patterns of 2, 3 and 4 beats (metre)	recognising its pattern	L.O. To explore instrument sounds and different ways to vary their sound
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